
Unit - 5 □ Issues & Trends in Education

Structure

5.1 Challenges of Education from pre-school Education to senior secondary

5.1.1 Introduction

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- i. Outline and analyse the challenges & prospect of pre-school Education.
- ii. Gain an understanding of the key challenges of Primary Education.
- iii. Develop a critical knowledge of the challenging parameters underlying Secondary Education.
- iv. Plan & discuss the key areas of challenges of senior Secondary Education.

5.1.3 Challenges of Pre-school Education

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vary across states as well as across options like private child care, pre-schools, head start & state pre-K. A big question arises regarding to the significance & value of pre-school education & financial expenditure on it further extends as whom it should serve or subsidize & thereby which program design are best in this regard. The following challenges & recommendations related to pre-school education are -

- i) It has been noticed that various pre-school program have shown to yield positive effects on children learning & development. These effects although vary in size & persistence by the type of the program.
- ii) In order to guarantee a well-designed pre-school education, program provisions should produce long-term improvements in school success, including better achievement level, lower rates of grade repetition & higher attainment of education. The challenge lies among some pre-school programs that are associated with reduced delinquency & crime in childhood & adulthood.
- iii) Numerous evidences suggest that economically deprived children reap long-term benefits from a good pre-school. It is needless to comment that children from all other economic background have been found to benefit from such schools.
- iv) The state should recognize the dearth of amenities in pre-school & should aim at providing financial help in order to promote educationally weak programs. Children from middle income families have least access & also majority of the children in poverty also lack pre-school experiences.
- v) Increasing public investment in effective pre-school education programs for all children can yield substantial educational, political, social & economic benefits.
- vi) Policy makers should not depart from pre-school education models that have proven highly effective.
- vii) Well-educated teachers with proper training in the concerned area with adequate pay will lie a boost to the betterment of pre-school education in India.
- viii) Teachers in preschool programs should receive intensive supervision & coaching & they should be involved in a continuous improvement process for teaching learning.
- ix) Pre-school educational programs should be designed in such a way so that it can produce positive effects on children's behaviour & later reductions in crime &

delinquency.

- x) In a broader aspect, pre-school education policy should be developed in the contest of comprehensive public policies programs to effectively support child development from birth to age 5 & beyond.

5.1.4 Challenges of Primary Education

In recent decades, India has made significant increase in primary school enrolment. This success story is largely due to various programs & drives to increase enrolment even in the remotest areas. Estimation reveals that enrolment reaches about 96%. Since 2009 & girls making upto 56% o new learners between 2007 & 2013. It is however clear that many problems of access to schooling have been addressed with caution. Improvements to infrastructure have been always given a top priority in achieving this. India now has nearly 1.4 million schools & 7.7 million teachers. Statistics also reveals that 98% of habitation have a primary school (CI-I-V) within one kilometer radius. The under mentioned discussion will definitely throw light on the challenges & progress of primary education in India-

- i) Nationally 29% of children drop out before completing 5 years of primary schooling & nearly 43% before reaching upper primary school. This data puts India among the top 5 nations for out of school children of primary school age.
- ii) Taking into account, the physical barriers, many schools are not equipped to handle the full population. There is shortage of teachers. Only 53% of the schools have functional girl's toilets & 74% have proper access to drinking water.
- iii) The key concern however rests on the quality of learning & reports show that children are not achieving class appropriate learning levels.
- iv) According to Pratham's annual status of education 2013 report, close to 78% of children in standard III & about 5% of children in standard V cannot yet read std II texts. Arithmetic is also a cause for concern as only 26% students in standard V can do a division problem. Hence, improving the quality of learning in schools is the big challenge for both the state & central Govts.
- v) Improving learning will require attention to various issues like teacher accountability. According to some studies, teacher attendance is just 85% in primary level & responsibility for student learning also needs improvement.

vi) Overall, the public school system also needs a better general management system.

India also faces many challenges that can be tackled through the education system. In this context, gender issues have come to the forefront due to recent cases of violence against girls. Changing gender mindsets seems to be imperative & gender studies education is one way of doing so.

Collaborating efforts of India:

Many of India's concerns about education are shared by the US : such as ensuring quality, improving teacher capabilities, effective use of technology & improving management systems. The U.S. & India can achieve better learning outcomes if they aggregate their experience & resources in terms of intellectual & economic. These are possible by -

- Potential leveraging technology.
- Teacher education
- Regular & useful assessment systems
- Gender studies education
- Skills development
- Spending on education to be enhanced

5.1.5 Challenges of Secondary Educations

The provision of responsibility & financing of secondary education is like other aspects of education – a joint responsibility of union & state governments. In the recent past, it has been noted that both levels of Govt. had prioritised to the policy development of financial investment in elementary education. However the recent focus on secondary education was provided by the 2005 Central Advisory Board of Education (CABE) Report (2005). Whether through domestic pressures or the indulgence of the Millennium Development Goals, many countries, including India have devoted time, effort & resources to elementary education. (World Bank, 2005). Although secondary education in this context has served to filter out students who would not go on to higher education. In this context there appears numerous & varied challenges in secondary education. There are noteworthy points of discussion regarding these national challenges that poses a tremendous threat to the development and quality of secondary education in India.

Access under the premise of challenges in Secondary Education : There are approximately 50 million children in secondary education in India whose translation into a Gross Enrolment Ratio (GER) of 46.81% in class ix-xii. Most of these 50 million (approx) children are in lower secondary education – 28.4 million, while the remaining are in higher secondary education.

In the near future, the no. of children in secondary education is expected to rise due to both supply & demand factors. Taking into consideration – supply, the GER in primary education is over 100%. The no. of children completing primary & upper primary education continues to rise.

If the demand side is looked upon, the returns to education for individuals indicate that there is still labour market demand for secondary education despite increasing number of them in the working age population. It has been documented that over the last decade, returns for lower secondary & higher secondary education have been the highest returns for any level of education.

See table –

‘Equity’ as a challenge in secondary education :

It is not surprising that there are gaps in enrolment rates for several subpopulations. Examples can be cited in lower secondary education nearly 51% of children aged between 14-15 attend school in urban area; whereas in rural areas, same aged, 41% children attend school (Fig 1a, 1b). It is noteworthy that a prominent proportion of children in both rural & urban areas are over-aged in secondary education. Looking back at SC, ST and muslim minority students are always under represented, in proportion to their place in the populations. It is documented that SCs constitute about 20.6% of the general population of the requisite age but only 17.9% in the school population. It is further noted that the differences between minority groups & the majority population are generally less than the rural urban & gender gaps. (fig : 2a, Table 2b)

The gender gap in this context is significant. It is highlighted in the table.

However it is noted that there is an equity factor to the enrolment in different type of schools. It has been further noticed that private school have significantly lower proportions of students from the SC & ST categories, in secondary education. Although the share is very low in private aided schools. This is actually not surprising issue that these sub-groups are on average poorer & hence they are less likely to be able to afford

the fees associated with private schools, that are situated in urban areas.

Quality as a challenge in Secondary Education :

Landmark data on the quality of education is very low. There is no national assessment of performance in secondary education. It is known that there are about 30 state examination boards that are entitled to prepare examinations for secondary students. However the pass rates across states are not comparable as they consistently vary. In addition to this, pass rates are not comparable across-time within one state. Moreover pass rates are not comparable across time within one state there are 5 state boards in which the pass rate fluctuated by more than 5% points between 2007 & 2008 & a further 6 boards in which the difference was more than 10% points. This is because the general abilities of students do not vary greatly & they have had very similar educational experiences over consecutive years.

Some assessments conducted in individual states, using internationally standardised assessments, suggest student learning is very weak & below standard in India.

Addressing the challenges :

In order to implement any strategy to address these challenges in secondary education must start from the understanding of institutional landscape in the sector : a scenario that is very different from that in primary education.

Patterns of school management of secondary education are complex & vary considerably across the Indian states.

It is further noted that in West Bengal almost all enrolment is in aided schools, whereas there are none such schools in Manipur or Chhattisgarh. These states have almost equal numbers of Govt. & private unaided schools. (Figs: 3a, 3b)

Expanding **Access** will require both public & private investments, given the needs & the distribution of management types.

Many of the equity gaps will be closed over time merely due to the expansion of secondary education. There is good experience internationally in conditioning these transfers on school attendance & achievement, an option which is likely to make a difference in India too.

In order to improve the quality of secondary education & upgrading the learning

outcomes of students, it is the joint key challenges for all types of schools throughout India. A major quality aspect of secondary education includes –

- i) Revision of state syllabi & textbooks at secondary stage should be in accordance with the National Curriculum Framework 2005)
- ii) Improvement of classroom processes & management of schools so that the curricular & pedagogic shift for enhancing participation in learning may be implemented.
- iii) Promotion of continuous & comprehensive evaluation and examination reform at secondary level.
- iv) Quality imperative in teacher preparation should be encouraged.
- v) Monitoring & quality improvement in researches need to be intervened.
- vi) Information & communication technology to be infused in all areas of concerns.
- vii) Establishment of roles of various national, state, district level agencies in this aspect.
- viii) Multi layer strategic guidelines & indicative financial norms to be introduced at a faster pace.

5.1.6 Challenges of Senior Secondary Educations

India is the largest democracy with remarkable diversity among its population of 1.2 billion that accounts for 17% of the world's population. Nearly 70% of Indian population is rural. The adult literacy rate is approx. 60% & is considerably lower in females & minorities. The following are the challenges posed by higher or senior secondary education in India.

1) Physical barriers – Inadequate school infrastructures owing to teaching learning conditions is a primordial factor in this respect. Improper public transportation is also a determinant factor in excluding students from the education system. Persons living in poverty are the mostly affected. This require bringing schools closer to communities, often through improvements in the aforesaid areas. Strategies also include the establishment of boarding schools.

Threat of violence against girls on the way to & from schools limits their inclination

towards education. Within schools, inadequately built classrooms & toilets can also restrict their use by students with disabilities.

2) Financial barriers – Direct & indirect costs of schooling is a central reason for children being out of school or dropping out. Tuition fees appear as the most significant financial obstacle in this respect. Furthermore targeting elimination of child labour in order to safeguard mandatory education is relevant in this respect. Besides disparities in the provisions for public education contribute to unequal opportunities for many students receiving educations in poorly resourced schools as compared to its contrast counterparts.

States should shoulder the responsibility to alleviate this financial burden & ensure that higher secondary education is generally available & accessible to all & also ensure equal access to higher education on the basis of merit.

Incentives in the form of school meal programmes, in poverty stricken areas to be implemented in order to ensure income deprivation in particular & poverty in general. Broadly speaking, state investment in social protection policies & its contribution to alleviating the burden on families & child poverty plays a pivoted role in the promotion of education.

As poverty & social exclusion is one of the major barriers in achieving the EFA, the use of direct financial support. These comprises of fellowship schemes, conditional cash transfers or social assistance support for school going children).

The right to education establishes the state to take the responsibility of promotional measures including financial support schemes. Article 13 of the International covenant on economic, social & cultural rights proposes the establishment of an adequate fellowship system, among its provision on the right to education.

3) Linguistic & cultural barriers : The lack of education in mother tongue or native languages in often a source of exclusion. This is applied for minorities & migrants cases. The united Nations Declaration on the Rights of persons belonging to National or Ethnic, Religious & Linguistic Minorities, establishes in article 4(3) that states should take appropriate measures so that wherever possible, persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue the forum on minority issues recommended that states take appropriate measures, wherever possible, to ensure that persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in

their mother tongue.

Respecting the richness of linguistic & cultural diversity, education policies in today's globalized world should give high consideration to mother-tongue based multilingual education.

5.1.7 Check your progress -1

1. What is the age limit of pre-school education?
2. What do pre-school program provide for teacher?
3. Mention the nation's % of dropout in primary education.
4. Write any two physical barriers of primary education.
5. Mention any two collaborating efforts of India in relation to primary education.
6. Write the three premises of challenges in secondary education in India.
7. Give the full form of NCF.
8. What should be the characteristic of evaluation at secondary stage of education?
9. What is meant by linguistic barriers?
10. Give 2 examples of incentives in the promotion of senior secondary education.

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5.2 : Inclusive Education as a Right Based model

Structure

- 5.2.1 Introduction**
- 5.2.2 Objectives**
- 5.2.3 Radical changes in the Education System**
- 5.2.4 The Human Rights backdrop for Inclusion**
- 5.2.5 The significant Human Rights standards**
- 5.2.6 Principles underlying a Rights Based Model/Approach to Education**
- 5.2.7 Commitment of the Right to Education in Human Rights Based approach**
- 5.2.8 Good Governing policies**
- 5.2.9 Check your progress**

5.2.1 Introduction :

There are three broad approaches to the Education of children with disabilities :

- Segregation, in which children are classified on the basis of their impairment & allocated a school accordingly.
- Integration, where children with disabilities are placed in the mainstream system and
- Inclusion, where there is recognition of a need to transform the cultures, policies & practices in schools to cater to the needs of students & to remove the barriers that block the possibility.

It is often documented that inclusive education is not only about addressing issues of such as access & teacher-training, but also involves a shift in underlying values & beliefs held across the system. It is actually including children with disabilities to have access to schooling within their own communities, provided with appropriate learning opportunities in order to fulfill their potential. This approach is grounded by an understanding that all children should have equivalent & systematic learning

opportunities in a wide range of school & additional educational settings, despite the differences that might exist.

This pedagogical approach stresses upon –

- i) The open learning potential of each student, rather than a hierarchy of cognitive skills.
- ii) Reform of the curriculum & a cross – cutting pedagogy, than a need to focus on student deficiencies
- iii) Active participation of students in the learning process, rather than emphasis on specialised discipline knowledge as key to teacher expertise.
- iv) A common curriculum for all, based upon differentiated &/or individualised instruction than an alternative curriculum being developed for low achievers
- v) Teachers who include, rather than exclude.

5.2.2 Objectives :

Upon completion of the teaching learning material, the trainee teachers will be able to –

- develop a considerable knowledge on inclusion & its key areas of concern.
- analyse & put forward relevant human right standards.
- understand principles on right based model/approach.
- pinpoint & discuss concepts underlying right to education.

5.2.3 Radical changes in the Education System :

The following changes are based upon values & principles of the people involved in delivering education. Central to an inclusive approach is a commitment to :

- i) Putting values into action
- ii) Valuing every life equally
- iii) Helping everyone feel a sense of belonging
- iv) Promoting children's participation in learning & teaching.
- v) Reducing exclusion, discrimination & barriers to learning & participation.

- vi) Developing cultures, politicises & practices to promote diversity & respect for everyone equally.
- vii) Learning from inclusive practice to share the lessons widely.
- viii) Acknowledging the right of children to locally based high quality education.
- ix) Improving schools for staff & parents as well as children.
- x) Emphasising the value of building positive school communication as well as achievements.
- xi) Fostering positive relationships between schools & their values & surrounding communities.
- xii) Recognising the inclusion in education is one aspect of inclusion in society.

5.2.4 The Human Rights backdrop for Inclusion :

It is known to all that inclusion is much said in human rights issues (or approach), but there are also social & educational beneficiaries. These can be put together as under :

- i) It can produce positive changes in attitudes within schools towards diversity by educating all children together thereby to higher social cohesion.
- ii) Children with disabilities learn tolerance, acceptance of difference & respect for diversity.
- iii) Children with disabilities are less stigmatised & more socially included.
- iv) Children with disabilities have access to wider curriculum than that which is available in special schools.
- v) There are educational benefits for all children inherent in providing inclusive education by the help of changes made in the way schooling is planned, implemented & evaluated.
- vi) As a matter of fact education is a means to ensure that people can enjoy & defend their rights in society & contribute to the process of democratisation & personalisation both in society & in education.

5.2.5 The significant Human Rights standards :

One of the messages emerging from the general Discussion Day on the rights of children with disabilities held by the committee on the rights of the child in Oct' 1997, was the importance of recognising children with disabilities as contributors of society & not burdens.

The World Bank was estimated that people with disabilities may account for as many as 1 in 5 of the world's poorest people (1997).

A 2005 World Bank study also concluded the "disability is associated with long term poverty in the sense that children with disabilities are less likely to acquire the human capital that will allow them to earn higher incomes".

Educating children with disabilities is a good investment. A world Bank paper purports that it reduces welfare costs & current & future dependence. It also frees other members from caring responsibilities, allowing them to increase employment or other production activities.

A 2009 UNESCO study notes that up to 35.6% of global GDP lost due to disability is estimated to take place in Europe & Central Asia.

In addition to this the organisation of Economic Cooperation & Development (OECD) acknowledges that improving the equity & equality of education system is "vital to the maintenance of a flourishing economy & society".

CRC : All government in the region have agreed upon the convention on the rights of the child (CRC), holistic human rights treaty addressing the society economic, cultural, civil, political & protection rights of the children. It emphasizes both the right to education on the basis of equality of opportunity & the broad aims of education in terms of promoting the fullest possible development of the child. In its general comment on the aims of education, the committee on the "Rights of the child" has emphasised that education to which every child has a right is one designed to provide the child with life skills, to strengthen the child's capacity to enjoy a full range of human rights & to promote a culture which is infused by human rights values.

CRPD : Although the CRC commitments, the rights of children with disabilities continue to be widely neglected & violated. The UN convention on rights of persons with Disabilities (CRPD) was drafted, not to introduce new rights the rights of persons

with disabilities are exactly, the same as those of every other person. In order to confirm those rights & introduce additional obligation on govt. to realise their commitment. May 2012, 7 countries had ratified the CRPD : Armenia, Azerbaijan, Bosnia and Herzogoverria, Serbia, Slovakia, Croatia, Czech Republic, Hungary Latvia, Lithuania, Montenegro, Moldova, Romania, Russian Federation, Slovenia, Turkey & Turkmenistan. The CRPD includes detailed provisions on the rights to education, stressing more explicitly than in the CRC, regarding “an inclusive system of education at all levels”.

It also unproduced a range of obligations to remove the barriers that serve to impede the realization of rights for people, including children with disabilities & ensure to more effective protection & a harder voice for children with disabilities to claim their rights. The chart elaborate the key articles in both conventions, i.e., CRC & CRPD.

See Chart – 1 :

5.2.6 Principles underlying a Rights Based Model/Approach to Education

A rights based approach to education is informed by 7 fundamental principles of human rights. These principles are required to be implemented in the development of legislations, policies & practices confining to the right to inclusive education. They are the following :

- 1) **Universality & inalienability** : Human rights are universal & inalienable, the entitlement of all people everywhere in the world. An individual cannot voluntarily give them up. Nor can others take them away.
- 2) **Indivisibility** : Human rights are indivisible. Whether civil, cultural, economic, political or social, they are all inherent to the dignity of every person.
- 3) **Interdependence & interrelatedness** : The realisation of one right often depends, holly or partially on the realization of others.
- 4) **Equality & non-discrimination** : All individuals are equal as human beings & by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind.
- 5) **Participation and Inclusion** : Every person & all people are entitled to active, free & meaningful participation in, contribution to & enjoyment of civil, economic, social, cultured & political development.
- 6) **Empowerment** : It is the process by which people’s capabilities to demand &

use their human rights grow. The goal is to give people the power & capabilities to claim their rights, in order to change their own lives & improve their communities.

- 7) **Accountability & respect for the rule of law** : A rights based approach seeks to raise levels of accountability in the development process by identifying rights holders and corresponding ‘duty bearers’ & to enhance the capacities of those duty bearers to meet their obligations.

5.2.7 Commitment of the Right to Education in Human Rights Based approach

The following are the obligations to ensure the right to education for children with disabilities. CRC & CRPD undertook to take all necessary measures to ensure the following realizations transforming into action –

- i) **To fulfill the right to education** – To ensure that quality education is available for all children, promoting inclusive education & introducing positive measures to enable children to benefit from it. For eg, making physical adaptations to buildings, providing accessible transport, adapting the curricula to the needs of all children & providing necessary equipment & resources.
- ii) **To respect the right to education** – Smooth implementation serve to prevent children availing education, such as legislation that categorizes certain groups of children with disabilities as uneducable or school entry testing systems that serve to categorize children with disabilities as not ready for school.
- iii) **To protect the right to education** – This can be maximized by taking necessary measures to remove the obstacles to education put forward by individuals or communities, like resistance by teachers or violence, abuse or bullying in the school environment.
- iv) **For local authorities** – The development of local policies for implementation of inclusion, appropriate support for individual schools, provisions for funding, securing necessary building adaptations & the provisions for resource centres.
- v) **For individual schools** – With the advent & introduction of an inclusive educational environment the addresses the culture, policies & practices of the school to ensure that the basic conditions exist in which all children can participate & learn.

- vi) **For parents** – Sending all their children to school & supporting them both in their education & in helping the schools to comply with the principles of an inclusive approach.
- vii) **For children** – To take advantage of opportunities to participate & learn, support their peers & cooperate with the values of inclusive schooling.
- viii) **For social society** – Supporting the development of community based inclusive education & contributing to an environment of respect & acceptance.

5.2.8 Good Governing policies :

Inclusive education demands that ministries of education have responsibility for the education of all children. In addition to this, without coordinated action across a no. of govt. ministries being embedded in the strategies for introducing inclusive education, the system will remain entrenched in an able-bodied culture & ethos. This will subsequently be or harder to change. Overall, ministries need to be aligned in their understanding of all commitment to inclusive education in order to achieve an integrated & holistic approach where they are working collaboratively towards a shared agenda. Inclusion needs to be understood as an integral to the whole of the education system – not just an odd on. According to rights based approach, this will require –

- Coordination between ministries of health, to ensure early identification & assessment & rehabilitation services.
- Close liaison between ministries responsible for social work services, social protection, employment & vocational training.
- Engagement of ministries responsible for school building maintenance and improvements needed to ensure that the design of schools is consistent with the commitment to inclusion – that play areas, sports facilities, corridors, doors, classroom, layout & entry to buildings are accessible.
- Cooperation between finance ministries & those developing the policy to ensure the allocation & oversight of budgets for inclusive education.
- Collaboration with ministry of transport at national & local levels, to ensure that accessible & affordable transport systems are in place consistent with the numbers of children needing provision.

- Awareness on the part of ministries responsible for child protection to the rights of children with disabilities in school.

Overall, addressing these challenges implies the need for the following government frameworks :

- National policy frameworks for inclusive education that support the policy, practice & culture of inclusion across all levels of the mainstream system are needed.
- Principles of universal entitlement to inclusive education must be established at national level & supported by transparent guidance as to the acquisition of the technical know that need to be applied at the local level.
- Provision for incentives for innovative & promising practice that rests upon local strengths local authorities need to be mobilized with capacity building for local officials, uniform budget for investing in the necessary services and programs, kind reporting & enforcement mechanisms to safeguard accountability & also policies that provide incentives for innovative & challenging practice that rests on local strengths.
- Collaboration is required at national & local levels with transport ministry in order to make sure the accessibility & affordability of children with needs.
- Transport ministries awareness plays a pivotal part for child protection in the schools.

In the light of the above points of discussion on addressing the challenges needs and extra Phillip on the part of the following government frameworks:

- Rights based model/approach addresses National policy frameworks for inclusive education that indulges & support the policy, practice & culture of inclusion across all levels of the mainstream system.
- Establishment of principles of universal entitlement to inclusive education at national level which in turn needs to be clearly guided on how they must be implemented at the local level.

- In order to ensure accountability, transparency in reporting & enforcement mechanisms local authorities need to be provided with capacity building for local officials & subsequent dedicated budgets.
- It should also be taken into consideration to provide incentives for innovative & promising practice that is built upon local strength.

5.2.9 Check your progress : 2

1. What is meant by Right Based approach / Model?

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.....

2. Mention the three broad approaches to education for children with disabilities.

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3. Elaborate the full form of CRC & CRPD.

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4. Write two principles of Rights Based approach / model.

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5. Give two characteristics of good governance.

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.....

6. Mention any 1 commitment of Right to Education.

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Suggested Readings :

1. Geoff Lindsay Inclusive education : a critical perspective. British Journal of Special Education, Volume 30, Issue 1, Pages – 3-12, March 2003.
2. Susan Peters, C. Johnstone & P. Ferguson, A Disability Rights in Education Model for evaluating inclusive education, International Journal of Inclusive Education, Volume 9, Issue 2, 2005, pages 139-160.
3. Susan J. Peters “Education for All?” A Historical Analysis of International Inclusive Education Policy and Individuals with Disabilities Journal of Disability Policy Studies Fall 2007 Vol. 18 No. 298-108.
4. Implementing Inclusive Education : A Commonwealth Guide to Implementing ...By Richard Rieser ISBN :978-1-84929-073-9, http://www.keepeek.com/Digital-Asset-Management/oecd/commonwealth/education/implementing-inclusive-education_9781848591271-en#page2
5. A Human Rights-Based Approach to EDUCATION FOR ALL
<http://unesdoc.unesco.org/images/0015/001548/154861E.pdf>
6. http://www.oepa.in/website/download/framework_finalapproved.pdf
7. The Journey for Inclusive Education in the India Sub-Continent, Mithu Alur, Michael Bach, Routledge Research in Education 2009 ISBN 1135858926, 9781135858926

Chart - 1

CRC

Best interests

Article 3 – the best interests of the child must be a primary consideration in all actions concerning children taken by public and private bodies. Services, facilities and institutions caring for children must comply with appropriate standards in respect of health, safety, quality of staff and proper supervision.

Participation

Article 12 – the right of every child capable of forming a view, to express views and have them given due weight in accordance with age and maturity.

Article 23 – right to active participation within the community.

Support for parents

Article 18 – both parents have equal responsibilities for their children and should have children's best interests as their primary concern. States must provide assistance, support and services to help parents bring up their children.

Protection from all forms of violence

Article 19 – children have the right to protection from all forms of violence, neglect, exploitation and abuse, and States must take all appropriate measures to protect them from such violence.

Play, leisure and access to cultural life

Article 31 – the right to play and recreation and to participate in cultural and artistic life

Education

Article 28 – education must be provided to every child on the basis of equality of opportunity.

States must :

- Make primary education compulsory and free to all;
- Make secondary school available and accessible to every child and take measures to make it free;
- Make higher education accessible to all on basis of capacity;
- Make vocational information available and accessible to all children;
- Take measures to increase attendance and reduce drop-outs.

All appropriate measures must be taken to ensure that school discipline respects children's dignity and complies with other right in the UNCRC, and States must encourage international cooperation.

Article 29 – Education must be directed to the development

CRPD

Article 7 – reaffirms that the best interests of the child with disabilities must be a primary consideration.

Article 16 – all facilities and programmes for people. Including children with disabilities, must be monitored by independent authorities.

Article 3 – full and effective participation is a general principle of the CRPD.

Article 7 – affirms the right of children with disabilities to express views and have them given due weight in accordance with age and maturity, on an equal basis with other children. They must be provided with disability and age-appropriate support of realise this right.

Article 23 – States must produce appropriate assistance to parents with disabilities to help them care for their children. Children with disabilities have equal rights to family life and States must provide early information, services and support to children with disabilities and their families to prevent concealment, abandonment, neglect and segregation.

Article 16 – affirms the right to protection from violence, and requires States to provide forms of support to people with disabilities to help them avoid violence and abuse and it must be accessible and appropriate to children with disabilities, as well as gender sensitive. All protection services must be age, gender and disability – sensitive. States must introduce child-focused legislation and policies to ensure that violence against children with disabilities is identified, investigated and prosecuted where appropriate.

Article 30 – ensures that children with disabilities have equal opportunities with others to play, recreation, leisure and sporting activities.

Article 30 – ensure that children with disabilities have equal opportunities with others to play, recreation, leisure and sporting activities.

Article 24 – affirms the right of people with disabilities to inclusive education, at all levels, without discrimination and on the basis of equality of opportunity. States must ensure that children with disabilities :

- Are not excluded from the general education system and can access inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live;
- are provided with reasonable accommodation of their needs;
- receive the support they need within the general education system;
- are provided with individualised support measures, consistent with full inclusion.

States must also take measures to enable people with disabilities to participate equally in education and their communities by supporting learning of all alternative forms of communication, and enabling deaf, blind and

of children to the fullest potential respect for human rights, respect for the child's parents and their values, the values of their own and others' societies, preparation of the child for life in a free society and respect for the natural environment.

Non-discrimination

Article 2 – the right to non-discrimination on any ground, including disability, and the obligation of States to take all appropriate measures to protect children from all forms of discrimination.

Implementation

Article 4 – obligation on States to take all appropriate legislative, administrative and other measures to implement the UNCRC. With social, economic and cultural rights, measures must be taken to the maximum extent of available resources.

deaf, blind children to learn in the most appropriate languages and modes and in environments that maximise their development.

The education system must enable people with disabilities to achieve the full development of their personality, talents, creativity and mental and physical abilities, a sense of dignity and self-worth, respect for human rights and effective participation in society.

Article 2 – defines discrimination on the basis of disability as any exclusion or restriction that prevents the realisation of rights on an equal basis with other.

Article 3 – non-discrimination, equality of opportunity and equality between men/boys and women/girls are general principles of the CRPD.

Article 4 – duty on States to eliminate discrimination.

Article 5 – prohibition of discrimination on grounds of disability, and obligation on States to provide reasonable accommodation to promote equality and eliminate discrimination.

Article 6 – obligation to take measures to address the multiple discrimination faced by women and girls with disabilities.

Article 7 – guarantees children with disabilities respect for rights on an equal basis with other children.

Article 8 – States must adopt wide-ranging measures to raise awareness of the rights of people with disabilities, combat prejudice and discrimination, promote positive images of disability, encourage respect for people with disabilities in the education system and provide awareness training on disability.

Article 4 – sets out detailed obligations to take all appropriate measures to implement the CRPD, including :

- legislation;
- protection of rights of people, including children, with disabilities in all policies and programme;
- avoidance of actions inconsistent with the CRPD;
- measures to eliminate discrimination;
- promotion of universal design, research into new technologies and provision of information and services on available aids and devices;
- training professionals on the CRPD;
- consulting with people with disabilities, including children, on all legislation and policies to implement the CRPD;
- With regard to economic, social and cultural rights, implementation to the maximum of available resources (*Education is a social right*).

Article 31 – obliges States to collect data on the number of persons with disabilities and to disaggregate data in their national statistics.

Article 33 – requires States to designate a focal point for implementation of the Convention and to fully involve organizations of persons with disabilities and their representative organizations to participate fully in this process.

5.3 Complementarity of inclusive & special schools

Structure

- 5.3.1 Introduction**
- 5.3.2 Objectives**
- 5.3.3 Fully Inclusive Schools & General / Special Education Policies**
- 5.3.4 Classification of Students & Educational Practices**
- 5.3.5 School Procedures & Community Development**
- 5.3.6 Laws Pertaining to Education & Disability**
- 5.3.7 Principles of Inclusion**
- 5.3.8 Selection of Students for Inclusion Program in Schools**
- 5.3.9 Inclusive Education vis-à-vis progressive Education**
- 5.3.10 Inclusionary Practices**
- 5.3.11 Classroom Practices in Inclusive Classrooms**
- 5.3.12 Check your progress**

5.3.1 Introduction :

There are many positive effect of inclusions where both the students with special needs and with general (so called normal) students in the classroom, both benefit. Researches in the recent past has shown favourable effects for children with disabilities in reaching Individualized Education programe (IEP) goal, improving communication & social skills, increasing positive peer interactions, many educational outcomes & post school adjustments. Positive effects on children without disabilities included the development of positive attitudes & perceptions of persons with disabilities & the enhancement of social status with non-disable peers. It has been confirmed through numerous studies that children in the integrated sites progressed in social skills development while the segregated children actually regressed. It has also been reported & confirmed that learners with specific learning disabilities made considerable academic & affective gains at a pace comparable to that of normal achieving students. It has been also purported that

specific learning disabilities learners also showed an improvement in self esteem & in some cases improved motivation.

5.3.2 Objectives :

Upon completion of the SLM the students will be able to –

- delineate the features of inclusive, special & general schools
- classify students according to the educational practices.
- know different laws related to Education & disability
- understand the various principles of inclusion
- critically analyse the domain of inclusive & progressive education.

5.3.3 Fully Inclusive Schools & General / Special Education Policies :

Though it seem a dreamy affair but it is a true fact that fully inclusive schools which are very rare & resultantly no longer distinguish between general education & special education programs. These were referred in numerous debated & federal initiatives of the 1980s & henceforth such as community integration project & various debates on special education – regular education classrooms. These projects put emphasis on restructuring of schools so that all students learn together. It is quite alarming but a pre-requisite factor that all approaches to inclusive schooling require administrative & managerial changes to shift from the traditional approaches to elementary & high school education.

Inclusion remains as a part of school in the recent times as a most integrated setting & other educational reform initiatives in maximum parts of the world. It is an honest effort to improve quality in education in the sectors of disability, is a common topic in our educational reform for decades. This has been supported by the UN convention on the right of persons with disabilities (UN, 2006). Inclusion, as a philosophy has been researched & studied for decades, but it is reported lightly in the public.

5.3.4 Classification of Students & Educational Practices :

In order to classify students by disability is standard in educational systems which use

diagnostic, educational & psychological testing. Basically, inclusion has two sub-types : (a) regular inclusion or partial inclusive & (b) full inclusive.

Inclusive practice is not always inclusive but is a form of integration. Students with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day. Whenever possible the students receive any additional help or special instruction in the general classroom & the student is treated like a full members of the class. However, most specialized services are provided outside a regular classroom for instance speech therapy or alike. In order to execute inclusive practice, more intensive instructional sessions in a resource room, or to receive other related services, such as speech & language thereby, occupational &/or physical thereby, psychological services & social work. This kind of approach can be very similar to many mainstreaming practices & may differ slightly than the educational ideals behind it.

In the full inclusion setting, the students with special needs are always educated along with students without special needs. At one hand, full inclusion is the integration of all students, even those that require the most substantial educational & behavioral supports & services to be successful in regular classes & the elimination of special, segregated special education classes. Special education is considered a service, not a place & those services are integrated into the daily routines & classroom structures, environment, curriculum & strategies brought to the student. However, this approach to full inclusion is still an issue of controversy & it is not widely understood or applied to date.

Local educational agencies have the responsibility to organize services for children with disabilities. They usually provide a variety of settings, from special classrooms to mainstreaming to inclusive set up & subsequently assign teachers & administrators to help the students achieve their respective educational goals. In addition to this, all types of disabilities from all the different disability categories, have been successful included in general education classes, working & achieving their individual education goals in regular school environment & activities.

5.3.5 School Procedures & Community Development :

To accommodate students with disabilities those who are not included are wither mainstreamed or segregated.

Mainstream - A mainstreamed students attend. General education classes as proposed for less than half a day, e.g., a young student with significant intellectual disabilities might be mainstreamed for some physical education classes, are classes & story book time. Such students may have access to a resource room for remediation or enhancement of course content, or for a variety of groups & individual meetings & consultations.

Segregation – A segregated student attends no classes with non-disabled students with disability, a tested category determined before or at school entrance. He or she as recommended might attend a special school termed as residential schools that enrolls other students with disabilities or they can be placed in a self-contained classroom in a school that also enrolls general education students. Home schooling (previously recommended action) was also a popular alternative among highly educated parents with children with significant disabilities.

From the above explanation, it can be summarized that both types-mainstreamed & segregated students have a wide opportunity to achieve learning goals despite of their disabilities.

Residential schools have been criticized for long time & the govt. was repeatedly asked to keep funds & services in all sectors, including family support services for parents with challenged children. Children with special needs may already be involved with early childhood education which actually possess a family support component highlighting the strengths of the child & the family.

5.3.6 Laws Pertaining to Education & Disability :

The anti discriminatory climate has provided the basis for much change in policy & statute, nationally & internationally. Inclusive has been enshrined at the same time that segregation & discrimination have been rejected. Articulations of the new developments in ways of thinking, in policy & in law include:

- The UN convention on the Rights of the child (1989). It sets out children rights in respect of freedom from discrimination & in respect of the representation of their wishes & views.
- The convention against discrimination in education of UNESCO prohibits any discrimination, exclusion or segregation in education.

- The UNESCO Salamanca Statement (1994) it purports all governments to give the highest priority to inclusive education.
- The UN convention on the right of persons with disabilities (2006). It calls on all states parties to ensure an inclusive education septum at all levels.
- Individuals with Disabilities Education Act, 1997 (IDEA) – greater emphasis on delivery of related services within inclusive, general education.

5.3.7 Principles of Inclusion :

To avoid harm to the academic education of the learners with disabilities, a full impressive range of services & resources includes the following :

- Adequate supports & services for the student.
- Well designed individualized education programs
- Professional development for all teachers involved, general & special educators alike.
- Time for teacher to meet, plan, create & evaluate the students together.
- Reduced class size based on the severity of the student needs.
- Professional skill development in the areas of cooperative learning, peer-tutoring, adoptive curriculum.
- Collaboration between parents or guardians, teachers or para educators, specialists, administration & outside agencies.
- Sufficient funding so that schools with be able to develop program for students based on student need instead of the availability of funding.

Having said the above underlying principles, it can be further elaborated that several factors can determine the success of inclusive classrooms.

These are clubbed together as –

- Family – school partnerships.
- Collaboration between general & special educators.
- Well constructed plans that identify specific accommodations, modification & goals for each students.

- Coordinated planning & communication between “general” & “special needs” staff.
- Ongoing training & staff development
- Integrated service delivery
- Leadership of teachers & administrators.

5.3.8 Selection of Students for Inclusion Program in Schools :

Generally, educators are of the opinion that some students with special needs are not good candidates for inclusion. There are schools those expect a fully included student to be working at or near class level, but the basic requirements that exist requires the student to be able to attend the school students that are entirely excluded from school cannot attempt inclusion.

In addition, some students with special needs are poor candidates for inclusion because of their effect on other students. This is because the school has a duty to provide a safe environment to all students & staff.

Whereas, some students are not good candidates for inclusive because the normal activities in a general education classroom will prevent them from learning. Seclusion needs to be appropriate to the child’s unique needs. On the other hand most students with special needs donot fall into these extreme categories, as most students do attend school, are not violent, donot have severe sensory processing disorders etc.

Keeping in mind, the students that are most commonly included are those with physical disabilities that have no or little effect on their academic work, students with all types of mild disabilities & also for students whose disabilities require relatively few specialized services.

While promoting the criteria on selection of students for inclusion, Bome admits that regular inclusion, but not full inclusion, is a reasonable approach for a significant majority of student with special needs. He extends his opinion that for some students with multiple disabilities, even regular inclusion may not offer an appropriate education. To cater to such type of students, sometimes use of antecedent procedures, delayed contingencies, self-management strategies, peer-mediated interventions, pivotal response training& naturalistic teaching strategies.

5.3.9 Inclusive Education vis-à-vis progressive Education :

Some advocates of inclusion promote the adoption of progressive education practices. In such practices, commonly termed as inclusive classrooms, everyone is exposed to a rich set of activities. In such setting, each student does what he or she can do, or what he or she wishes to do & learns whatever gathered from that experience. Maria Montessori's schools sometimes named as example of inclusive education.

Honestly speaking, inclusion requires some changes in how teachers teach, as well as changes in how students with/without needs interact with & relate to one another. Inclusive education practices frequently rely on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches & increased attention to diverse student needs & individualization.

A 2nd key argument is that everybody benefits from inclusion. Advocates say that there are many children who don't fit in & that a school which fully includes all disabled students feels welcoming to all. Moreover, long term effects of typical students who are included with special need students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy & compassion & improved leadership skills which benefits all society.

A combination of inclusion & pull-out (partial inclusion) services has been shown to be not beneficial to students with special need because researches shows that inclusion helps students understand the importance of working together & fosters a sense of tolerance & empathy among the student body.

5.3.10 Inclusionary Practices :

- One teach, one support – Here, content teacher delivers the lesson & the special education teacher will assist the student's individual needs & enforce classroom management as needed.
- One teach one observe – Content teacher will deliver the lesson & the special educator will float or observe. This is use during data retrieval of IEP or Functional Behaviour analysis.
- Rotational teaching – Students are divided into small groups. The content teacher delivers the lesson in her group & the special educator completes a review or

adapted version of the lesson with the students.

- Parallel teaching – One half of the class is taught by the content teacher & one half by the special educator.
- Alternative teaching – The content teacher will teach the lesson to the class, while the special educator will teach a small group in an alternative lesson.
- Team teaching – Both teachers share the planning, teaching & supporting equally. This is the traditional approach & often the most successful teaching method.

5.3.11 Classroom Practices in Inclusive Classrooms :

It is seen often that teachers rise an number of techniques to help build classroom communities, thereby ensuring complementarily with general education set up :

- Using games designed to build community.
- Involving students in solving problems.
- Sharing songs & books that teach community.
- Openly dealing with individual differences by discussion.
- Assigning classroom jobs that build community.
- Teaching students to look for ways to help each other.
- Utilizing physical therapy equipment.
- Encouraging students to take the role of teachers & deliver instruction.
- Focusing on the strength of a student with special need.
- Create classroom check list & take break wherever necessary.
- Create an area for children to calm down.
- Organize student desk in groups.
- Create a self & welcoming environment.
- Set ground rules & stick with them.
- Help establish short term goals.
- Design multifaceted curriculum.
- Communicate with parents & cregivers & educators regularly.

5.3.12 Check your progress :

1. Elaborate the term IEP & IDEA.
2. Name the two sub-types of inclusion.
3. Mention any 3 educations & disability Law.
4. Give 3 principles of inclusion in an inclusive set up.
5. What are the 2 factors that determines the success of inclusive classrooms.
6. Enumerate some of the commonly used inclusionary practices.
7. Name some of the common practices in inclusive classrooms.
8. What is progressive education?
9. What are PRT and AAP?
10. Mention any two benefits of inclusive set up.

Unit - 5 □ Issues & Trends in Education

Structure

5.4 Language issues in education

5.4.1 Introduction

5.4.2 Objectives

5.4.3 Concept of Language

5.4.3.1 Definition & meaning

5.4.3.2 Characteristics

5.4.4 Origin of Language

5.4.5 Functions of language

5.4.6 Strategies for language development

5.4.6.1 Strategies for early educators

5.4.6.2 Strategies for families

5.4.6.3 Expressive language

5.4.7 Receptive language

5.4.8 Language development & communication skills of children

5.4.9 Children with specific language impairment.

5.4.10 Multilingualism

5.4.11 Check your progress

5.4.1 Introduction :

Every field of study has a set of technical terms, which forms the basis for the knowledge to be acquired in that field; special education of the children with hearing impairment is no exception. It has a range or well-defined terms, thorough understanding of which is a pre-requisite of success in this profession. You will realize or must have realized already, that communication and language are the two of such concepts/terms, which are at the core of all the issues in special education. Hence a clear and descriptive idea

of these terms will help you understand the issues in a better way – as a teacher trainee, as a teacher and also as human being. Clear understanding of these key terms will give you a better perspective of the controversy – ‘oral versus manual’.

5.4.2 Objectives :

Upon completion of the sub-unit, the student teacher will be able to –

- identify & define key concepts of language.
- delineate the origin of language.
- understand language development & communication skill.
- execute strategies for language development
- practice & promote language skills among children.
- Identify language impairment among children.
- Critically analyse the concept of multilingualism.

5.4.3 Concept of Language

5.4.3.1 Definition & meaning :

Language is a creation of our social needs. Language is so complex that, any, attempt to define it, poses problems. However, many linguists have given the following definitions :

- According to Lahey, 1978, “Language is a code whereby the ideas about the world are represented through conventional system of arbitrary signals for communication.
- According to Chomsky, 1957, “Language is a set of (finite or infinite) sentences, each finite in length & constructed out of a finite set of elements.”
- Sapir, 1921, says, “language is a purely human & man-instinctive method of communicating ideas, emotions & desires by means of a system of voluntarily produced symbols.

A few terms used in these definitions have to be understood to understand the definition. These are –

- i) Language is a system
- ii) The symbols used in language (words) are arbitrary in nature.
- iii) Language is species specific, i.e., purely human.
- iv) Infinite number of sentences are generated using finite number of elements.

5.4.3.2 Characteristics of Language :

- creativity is an important aspect of human language.
- double articulation or duality of patterns.
- displacement is another characteristic of language.
- cultural transmission
- language has reflexivity.
- recursion, i.e., sentences may be produced with other sentences inside them.

5.4.4 Origin of Language :

The origin of language in the human species has been the topic of scholarly discussions for centuries. In spite of this, there is no consensus on the ultimate origin or age of human language. One problem makes the topic difficult to study, i.e., the lack of direct evidence. Many argue that the origins of language probably related closely to the origins of modern human behaviour, but there is little agreement about the implications & directionality of this connection.

In 1866, the linguistic society of Paris banned any existing or future debate on the subject, a prohibition which remained influential across much of the western world until late in the 20th century.

One can sub-divide approaches to the origin of language according to some underlying assumptions:

- Continuity theories build on the idea that language exhibits so much complexity that one cannot imagine it simply appearing from nothing in its final form : it must therefore have evolved from earlier pre-linguistic systems among our primate ancestors.

- Discontinuity theories take the opposite approach – that language as a unique trait cannot compare with anything found among non-humans & must therefore have appeared fairly suddenly during the course of human evolution.
- Some theories see language mostly as an innate faculty largely genetically encoded.
- Other theories regard language as mainly cultural system – learned through social interaction.

However scholarly interest in the question of the origin of language has only gradually been rekindled from the 1950s on with ideas such as universal grammar, mass comparison & glottochronology.

The origin of language as a subject in its own right emerged from studies in neurolinguistics, psycholinguistics & human evolution. The linguistic Bibliography introduced, “Origin of language” as a separate heading in 1988, as a subtopic of psycholinguistics. Dedicated research institutes of evolutionary linguistics are a recent phenomenon emerging only in the 1990s.

5.4.5 Functions of language :

Language has many functions or uses :

- i) Communicate our ideas (Cairs, 1986). It occurs in 2 contexts, namely –
 - Everyday communication which is contextualized
 - Academic situations such as education, law, govt., business.
- ii) Social interactions, i.e., language is used to maintain a comfortable relationship among people who belong to one language community.
- iii) Emotional expression, i.e. to provide an outlet for our emotions & attitudes while we speak.
- iv) Instrument of thought
 - v) Expression of identity
 - vi) Recording the facts.
 - vii) The of reality

Developmental functions of language for a child :

- i) Instrumental, i.e., to express the material needs.
- ii) Regulatory, i.e., controlling behaviour of others.
- iii) Heuristic, i.e., it is the learning function of language, helping to explore the environment.
- iv) Informative, i.e., use of language to inform any incidents.
- v) Imaginative i.e., children learn about real life situations through fantasy & learn to use the language accordingly.

5.4.6 Strategies for language development

5.4.6.1 Strategies for early educators :

- Using facial expressions, gestures, rich & varied vocabulary while reading & speaking with children.
- Introduction of new words & concepts by labeling & providing opportunities for conversations.
- To state directions positively, respectfully, carefully & only when required.
- Use of props to assist children to understand & respond to verbal & non-verbal cues.
- Provide opportunities for children to talk, share & discuss stories & also interacting with them.
- Help children discriminate sounds in spoken language through rhymes, songs & word games with the use multiple media.

5.4.6.2 Strategies for families :

- Engaging in conversations to help children understand complex language & words.

- Assignment of simple tasks.
- Family members need to be expressive
- Be a good & patient listener.
- Protection of child's hearing through regular health checkups.
- Need to have fun with words.
- Creating an atmosphere of communicative languages like manual signs, gestures & devices
- Use of home language at its best.

5.4.6.3 Expressive language :

Strategies for early educations :

- To create a trustworthy & supportive environment in which children feel free to express.
- Small group interactions with adults & with friends.
- Provision of encouragement of children to describe their surroundings.
- To create focus of children by redirecting & restarting current ideas.
- To build children's interest when conversing with them.
- To provide props & opportunities that generate discussions & asking open-ended questions.
- Create an accepting, culturally diverse environment that is nurturing, supportive & interesting for all children.

Strategies for families :

- To encourage children to express their thoughts & feelings.
- Provide opportunities for children to talk in social situations.
- Make comments & complete ideas.
- Use of descriptive language.
- Pronunciation of words correctly.

- Use of home language.
- Support of children's use of communicative devices.

5.4.7 Receptive language :

Early language & communication skills are crucial for children's success in school & beyond. Language & communication skills include the ability to understand others (i.e., receptive language) & express oneself (i.e., expressive language) using words, gestures or facial expressions. Children who develop strong language & communication skills are more likely to arrive at school ready to learn. They also are less likely to have difficulties in learning to read & are more likely to have higher levels of achievement in school.

5.4.8 Language development & communication skills of children

Research supports the importance of adult-child interactions for infants & toddlers, the practices are designed to be done in small groups. Each practices draws upon the types of interactions that research suggests promotes language & communication skills. These interactions include :

- Responding to children's vocalization & speech.
- Engaging in joint attention with early learners.
- Electing conversation with children.
- Talking & giving time to the children more.
- Using complex grammar (at times) & rich vocabulary.
- Providing children with more information about objects emotion or events.

These kinds of interactions actually benefit children / learners from a variety of language & cultural backgrounds & who are dual language learners.

- Ten practices to promote language & communication skills among children :

Practice	Description
1. Get chatty	Engaging in conversations with children
2. Be a commentator	Giving descriptions of objects, activities or events
3. Mix it up	Using different types of words & grammar
4. Label it	Providing children with the names of objects or actions.
5. Tune in	Engaging in activities or objects that interest children.
6. Read interactively	Using books to engage children's participation.
7. Read it Again & Again	Reading books multiple times
8. Props, Please!	Introducing objects that peak conversations
9. Make music	Engaging in musical work.
10. Sign it	Using gestures or simple signs with words.

It has been seen that although each practice is presented separately many of the practices can be used in combination with each other. These golden practices can be used when working with any child/early learners. Educators should keep in mind, however, that children develop at varying rates & differently depend upon a no. of factors such as – personality & age. These factors & home language exposure affect children's development of language & communication skills. By using these practices early childhood educators can provide all children with the rich language exposure & opportunities children need to enhance their language & communication skills.

5.4.9 Children with specific language impairment :

History reveals that specific language impairment has been extensively studied for more than 40 years. Language acquisition is the primary area of concern as the child grows & develops. There are no obvious causes such as hearing loss or low IQ. Such type of condition is found in young learners & persist into adulthood if not taken into account at early stage. Although the causes are unknown, current research focuses on some genetic tendencies. Early identification & intervention are regarded as the choiced practices, in order to minimize possible academic risks. Some of the issues are discussed below –

- Specific language impairment (LI), characterised by developmental language disorder, language delay or developmental dysphasia.

- Late talking may be a sign of disability.
- A child with SLI does not have a low IQ or poor hearing.
- Speech impediments are different from language disorders.
- An incomplete understanding of verbs is an indicator of SLI.
- Reading & learning will be affected by SLI.
- SLI often affect a child's academic success, if left untreated.
- SLI can be diagnosed precisely & accurately.
- In 2001, the psychological corporation release the first comprehensive test for SLI, named Rice/Wexler Test of Early grammatical impairment.
- The genetic disposition of SLI has not yet been proven, but chromosomal study has documented the chromosomes that are responsible for it.
- The nature of the disability limits a child's exposure to language.
- Early intervention can be carried out during the onset of pre-schooling.
- Some pre-school programs are designed to enrich the language development of students with disabilities. These encompass speech pathology, interesting, vocabulary, role playing hands-on-lessons sharing time etc.
- Parents can also consult language or speech pathologists to endure child's needs, engage in structured activities etc.

5.4.10 Multilingualism

Definition : Multilingualism is a subject of debate in the very same way as the definition of language fluency. On one end of a sort of linguistic continuum, one may define multilingualism as complete competence & mastery in another language. The speaker would presumably have complete knowledge & compote over the language so as to sound native. On the contrary, people who know enough phrases to get around as a tourist using the alternate language. Since 1992, Vivian cook has argued that most multilingual speaker's fall somewhere between minimal & maximal definitions. Cook calls these people as multi-competent.

Multilingualism at the Linguistic Level : Socio-political & socio-cultural identity arguments may influence native language literacy. According to Jim Cummins (1983), while these two parameters occupy debate about which languages, children will learn

to read, a greater emphasis on the linguistic aspects of the arguments is appropriate. In spite of the political unrest created by this debate, researches continue to prefer a linguistic basis for it.

Multilingualism at the Workplace : Globalisation has led the world to be strongly interconnected. Consequences of this more & more companies are trading with foreign countries & also with countries that does not necessarily speak the same language. English became an important working knowledge for multinational companies & also in small companies learners are required to know English because it is regarded as the international language.

Multilingual Individuals : A multilingualn person is someone who can communicate in more than one language, either actively (though speaking, writing or signing) or passively (though listening, reading or perceiving). A multilingual person is generally referred to as **Polyglot**.

5.4.11 Check your progress :

1. Define language.

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2. State two functions of language.

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3. Write any two characteristics of language.

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4. Give three developmental functions of language for a child.

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5. What is meant by SLI?

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6. What is the meaning of multi-competent?

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7. Differentiate between receptive language & expressive language.

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8. Mention two communication skills for the language development of children.

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9. What is 'polyglot'?

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10. What did linguistic bibliography introduce?

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Unit : 5 □ Issues & Trends in Education

Structure

- 5.5.1 Introduction**
- 5.5.2 Objectives**
- 5.5.3 Meaning of community and participation**
 - 5.5.3.1 What is community participation in Education**
 - 5.5.3.2 Role of community participation in Education**
 - 5.5.3.3 Contribution of community participation in the improvement of Education of the masses**
- 5.5.4 Challenges towards community participation in Educations/Community Education**
- 5.5.5 Initiatives for the improvement of the practice**
- 5.5.6 Factors affecting the mechanisms of community participation.**
- 5.5.7 Check Your Progress**

5.5.1 Introduction

Policymakers, educators, and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality.

This is not to say that community participation is something new in the education delivery, however. It did not suddenly appear as panacea to solve complex problems related to education. In fact, not all communities have played a passive role in children's education. For instance, Williams (1994) stresses that until the middle of the last century, responsibility for educating children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today, community participation in education hasn't been fully recognized nor extended systematically to a wider practice.

Increasing amounts of research on this topic have been conducted since the late 1980s, and there are more and more resources becoming available. In preparing and implementing any efforts to promote community involvement in education, it is important to understand the whole picture of community participation: how it works; what forms are used; what benefits it can yield; and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access and quality is not simple and involves various forms).

5.5.2 Objectives

- Upon completion of the submit, the learners will be able to :
- Know the meaning of community & participation
- Explain community participation in Education
- detail the role & contribution of community participation in Education.
- Delineate the initiatives & factors affecting the mechanisms of community participation.

5.5.3 Meaning of Community & Participation

Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Zenter (1964) points out three aspects of communities. First, community is a *group structure*, whether formally or informally organized, in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitational space. Second, members of the community have some degree of *collective identification* with the occupied space. Lastly, the community has a degree of *local autonomy and responsibility*.

Bray (1996) presents three different types of communities, applied in his study on community financing of education. The first one is *geographic community*, which is defined according to its members' place of residence, such as a village or district. The

second type is *ethnic, racial, and religious communities*, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is *communities based on shared family or educational concerns*, which include parents associations and similar bodies that are based on families' shared concern for the welfare of students.

The term "participation" can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including:

- *involvement* through the mere use of a service (such as enrolling children in school or using a primary health care facility);
- *involvement* through the contribution (or extraction) of money, materials, and labor;
- *involvement* through 'attendance' (e.g. at parents' meetings at school), implying passive acceptance of decisions made by others;
- *involvement* through consultation on a particular issue;
- *participation* in the delivery of a service, often as a partner with other actors;
- *participation* as implementors of delegated powers; and
- *participation* "in real decision making at every stage," including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Shaeffer stresses that the first four definitions use the word *involvement* and connote largely *passive collaboration*, whereas the last three items use the word *participation* instead, implying a much more *active role*.

Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

- collecting and analyzing information;
- defining priorities and setting goals;
- assessing available resources;
- deciding on and planning programs;
- designing strategies to implement these programs and dividing responsibilities among participants;

- managing programs;
- monitoring progress of the programs; and
- evaluating results and impacts.

5.5.3.1 What is *community participation in education*'?

Education takes place not only in schools but also within families, communities, and society. Despite the various degree of responsibilities taken by each group, none can be the sole agent to take 100% responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society.

Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities.

Many research studies have identified various ways of community participation/in education, providing specific channels through which communities can be involved in children's education.

Colletta and Perkins (1995) illustrate various forms of community participation: (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction.

Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Williams (1994) argues that there are three models of Education and Community. The first one is *traditional community-based education*, in which communities provide new generations of young people with the education necessary for transmitting local norms

and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economies, plays a minor role, providing little basis for political integration at the national level. The second model is *government-provided education*, in which governments have assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. However, a lack of resources and management incapability have proven that governments cannot provide the community with adequate the educational delivery, fully-equipped school buildings, and a full range of grades, teachers and instructional materials. This triggers the emergence of the *collaborative model*, in which community plays a supportive role in government provision of education. Williams further presents a model that shows the relations between the role of community and local demand.

Epstein (1995, 1997) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: (a) improve school programs and school climate; (b) provide family services and support; (c) increase parents' skills and leadership; (d) connect families with others in the school and in the community; and (e) help teachers with their work. She summarizes various types of involvement to explain how schools, families, and communities can work productively together:

- (1) *parenting* -to help all families to establish home environments that support children's learning at schools;
- (2) *communicating* -to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home;
- (3) *volunteering* - to recruit and organize parent help and support;
- (4) *learning at home* - to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decisions, and planning;
- (5) *decision making* -to include families in school decisions, to have parent leaders and representatives in school meetings; and
- (6) *collaborating 'with the community* - to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning.

5.5.3.2 Role of community participation in Education.

The goal of any kind of activity that attempts to involve community and families/parents in education is to improve the **educational** delivery so that **more** children *lessen* better and are well prepared for the changing world. There are various reasons to *support* the idea that community participation contributes to achieving this goal. Extensive/literature research has resulted in identifying the following rationales that explain the *importance* of community participation in education.

- *Maximizing Limited Resources*

Most governments all over the world have been committed to delivering education for their children. Particularly after the World Conference on Education for All, assembled in Jomiten, Thailand in 1990, an increasing number of countries have attempted to reach the goal of providing education for all. However, governments have found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in developing countries. The focus has shifted to finding efficient and effective ways to utilize *existing limited resources*.

Although some communities have historically been involved in their children's education, it hasn't been fully recognized that communities themselves have resources to contribute to education, and they can be resources by providing local knowledge for their children. Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrollment and attendance, and poor academic performance in their schools. Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery.

- *Developing Relevant Curriculum and Learning Materials*

Communities' and parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their *own* lives in their community, they can easily associate what they are learning with what they have already known.

- *Identifying and Addressing Problems*

Communities can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. This is well illustrated in the case of the Gambia, in which the techniques of Participatory Rural Appraisal (PRA) were adapted to education. The work was carried out in order to

understand why girls do not attend schools, to mobilize communities around these problems, and to assist them in organizing their own solutions (World Bank 1995a).

- *Promoting Girls' Education*

Community participation can contribute to promoting girls' education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. These issues are serious obstacles and have to be addressed and overcome in order to promote girls' education.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers which greatly help girls' education. Furthermore, in places where communities are indifferent in girls' education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully.

- *Creating and Nourishing Community-School Partnerships*

There are various ways to bring parents and community members closer to schools which they serve, including: (a) minimizing discontinuities between schools and communities, and between schools and families; (b) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling (Carino and Valismo, 1994),

- *Realizing Democracy*

Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools. Many people, especially minority groups in many developing countries, develop this kind of negative attitudes towards schools because they are not treated by teachers with respect.

Moreover, parental involvement in education is seen as a right, or as an outright democratic value in some countries

- *Increasing Accountability*

Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. This has been witnessed in some places such as England and Wales, Canada and the United States. The notion of parental involvement for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, 1 997).

- *Ensuring Sustainability*

One of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private institutions, or donor organizations. In this regard, community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programs that support the continuation of newly self-reliance communities (Lovell, 1992).

5.5.3.3 Contribution of community participation in Education of the masses

Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to the education delivery

- advocating enrollment and education benefits;
- boosting morale of school staff;
- raising money for schools;
- ensuring students' regular attendance and completion;
- constructing, repairing, and improving school facilities;
- contributing in labor, materials, land, and funds;
- recruiting and supporting teachers;

- making decisions about school locations and schedules;
 - monitoring and following up on teacher attendance and performance;
 - forming village education committees to manage schools;
 - actively attending school meetings to learn about children's learning progress and classroom behavior;
 - providing skill instruction and local culture information;
 - helping children with studying;
 - garnering more resources from and solving problems through the education bureaucracy;
 - advocating and promoting girls' education;
 - providing security for teachers by preparing adequate housing for them;
 - scheduling school calendars;
 - handling the budget to operate schools;
 - identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and
 - preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.
- Among various forms of community contributions, some are specifically aimed to support teachers. For instance, communities can provide, or construct, housing for teachers who are from outside of the community. In rural areas, lack of qualified teachers is critical, and preparing a safe environment and housing is necessary to attract teachers, particularly female teachers, who otherwise tend to stay in or go to urban areas.
 - Teachers can benefit from communities' active participation in their children's schools. For example, community members themselves can be a rich resource to support teachers' practice in classrooms by facilitating children's learning.)
 - Also, community members can support teachers by contributing their skill to speak the local language when the majority of students don't understand the teacher's language of instruction. They can attend classrooms as interpreters who not only translate languages but also help teachers as well as students by bridging the gap that exists between cultural values of teachers and those of students) Furthermore,

parents and community members can contribute to teachers' teaching materials by providing them with knowledge and materials that are locally sensitive and more familiar to children,

- Community participation in education can also be a powerful incentive for teachers. Teachers' absenteeism, and lack of punctuality to show up in classrooms on time are serious problems in many places. Among many other reasons, lack of monitoring system is one of the critical factors contributing to these problems. When teachers are monitored and supervised for their attendance and performance by communities, they tend to be more aware of what they do. Feedback from parents and the community about their teaching performance can be a strong tool to motivate teachers, if schools are also collaborative.

5.5.4 Challenges towards community participation in Educations/community Education.

Involving communities in the education delivery requires facing and tackling a number of challenges. In general, as Crewe and Harrison (1998) articulate, participatory approaches tend to overlook complexities and questions of power and conflict within communities. They are designed based on the false assumption that the community, group, or household is homogeneous, or has mutually compatible interests. Differences occur with respect to age, gender, wealth, ethnicity, language, culture, race and so on. Even though marginalized or minority groups (such as female, landless, or lower-caste people) may be physically present during discussion, they are not necessarily given a chance to express their views to the same degree as others.

Challenges vary from one stakeholder to another because each group has its own vision to achieve the common goal of increasing educational access and improving its quality. The section below attempts to turn to specific challenges and problems that have been witnessed among teachers, and parents and communities.

Teachers

Resistance among teachers - Not all teachers welcome parents' and communities' participation in education. They tend to feel that they are losing authority within schools, as power is taken by community and parents. At the same time, they are encouraged to involve community members who sometimes are not willing to get involved in any school activities.

Parents and Communities

Not all parents and community members are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labor by sending their children. Even though they see the benefits to send children to schools, opportunity costs are oftentimes too high to pay.

5.5.5 Initiatives for the improvement of the practice

Although community participation can be a strong tool to tackle some educational problems, it is not panacea that can solve all the problems encountered in the education sector. Any strategies to achieve a high degree of community participation require careful examination of communities because each community is unique, and complicated in its nature. This section illustrates some issues that need to be solved in order to improve the practices of involving communities in the education delivery.

- *To Understand the Nature of Community*

As discussed previously, no community, group, or household is homogenous. Thus, it is crucial to examine and understand community contexts, including characteristics and power balance. It is important to examine the degree of community participation in some activities in society, since some communities are traditionally involved in community activities, while others are not used to working together with schools or even other community members. Careful examination of communities is necessary to successfully carry out activities promoting community participation. Narayan summarizes elements that contribute to forming well-functioning groups as seen in the box 1.

- *To Assess Capabilities of Communities and Responsible Agencies, and Provide Assistance*

It is necessary to assess community contexts, and the agencies responsible for promoting community participation efforts, in order to create specific plans or components of the projects.

When the agencies are not willing to collaborate with communities in achieving the objectives, it is important to help them understand why community participation is important. If they disagree, but implement the plans because they are told to, the results

will be unfavorable. Communities, as well, need to have a good understanding of why they need to collaborate with schools, what benefits can be yielded.

Preparing the environment that can facilitate active community participation is also important.

Campfens (1997) summarizes main factors for effective participation (Box 2).

Key Factors for Effective Participation

- An open and democratic environment;
- a decentralized policy with greater emphasis on local initiatives;
- reform in public administration;
- democratization of professional experts and officials;
- formation of self-managing organizations of the poor and excluded;
- training for community activism and leadership; » involvement of NGOs; and
- creation of collective decision-making structures at various levels that extend from the micro to the meso and macro levels and link participatory activities with policy frameworks.

Source: Campfens (1997)

● *To Establish Communication Channels*

In order to exercise any kind of community participation, there needs to be understanding among all stakeholders, all people who are targeted. Reasons and benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community is essential because it usually takes a long period of time to yield any benefit. Also all the stakeholders need to share the understanding that responsibility to educate children cannot be taken by single group of people.

● *To Conduct Continuous Assessment*

It is important to conduct assessment of any practices of community participation continuously, once the implementation gets started. The following activities are the need of the hour :

- the need to spend a great deal of time and effort in preparing community participation activities;

- the necessity to properly time project launch in order to ensure maximum community participation and the necessity to continuously maintain this motivation;
- the need to pay communities and local contractors directly and not to pass through an intermediary such as a local government authority; and
- the need to overcome the difficulty that the Ministry of Education has in effectively communicating and controlling activities at the district and community levels.

5.5.6 Factors affecting the mechanisms of community participation.

- a clearly defined legal framework that allows representative school councils to function with real decision-making authority;
- establishment of non-politicized school and local councils, truly representative of the common interests prevalent within the community;
- election of representatives to higher-level educational boards by local school councils, rather than by political appointment;
- training for council members and community authorities in how to carry out their duties responsibly, including the objective assessment of financial responsibilities and operational performance;
- timely and reliable reporting by school administrators to school councils on financial expenditures, facilities management, teacher and student performance, and other pertinent administrative information;
- timely provision of information by the central and departmental authorities on innovative activities in other schools, and on the performance of the system in general, as indicators to stimulate local initiatives and against which to measure progress; and
- participation of the school council in the school budget process, including allocation of central government transfers as well as contributions in cash and in kind from the community.

Conclusion

Community participation itself is not a goal in educational delivery, nor a panacea to solve complicated issues contributing to poor educational quality in both developing and developed countries. It is a process that facilitates the realization of improving educational quality and the promotion of democracy within society. Through its projects,

the World Bank aims at involving communities in various stages; preparation, implementation, and evaluation. Communities are also expected to develop and strengthen these capacities so that they can take over the work the Bank has initiated and continue to carry on. In this sense, the Bank's job is to facilitate the process, providing communities with the necessary knowledge and skills, and making sure communication takes place effectively among different stakeholders, including parents, community members, teachers, and government officials. As the recognition of community participation increases, careful examination of its exercises becomes more important.

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5.5.7 Check Your Progress

1. What is community? Define it.

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2. What is participation? Define it.

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3. Mention any four contributions of community in Education.

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4. Mention any two challenges of community participation in Education.

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5. What are the two factors affecting the mechanisms of community participation.

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6. Name two initiatives for the improvement of the practice of community in Education.

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7. Write down the steps of participations.

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8. Mention the key factors for effective participation (any 3).

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